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ABSTRACT

This transcript reproduces a Department of Education/College Board-sponsored discussion on ways to expand advanced-placement (AP) opportunities in high schools. The deliberations open with a presentation by the associate director of the College Board, who is responsible for the national promotion of pre-AP initiatives. This portion of the document examines a pre-AP model, which is a set of content-specific strategies to build rigorous curricula, promote access to AP for all students, and introduce skills, concepts, and assessment methods to prepare students for success in AP and other challenging courses. The various elements of pre-AP, such as teacher development, are examined. The transcript details the results of AP initiatives in Dallas, Texas, in Lincolnshire, Illinois, in San Diego, California, and in Baltimore, Maryland. Discussions of these programs center on the notion of vertical teaching, the importance of teacher development, and the use of vocational education in middle school. The participants also describe how they developed their pre-AP programs, provide examples of the various elements of these programs, discuss the successes that the programs have engendered, and answer questions from the audience. (RJM)

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TRANSCRIPT OF PROCEEDINGS

ED 448 520

UNITED STATES OF AMERICA

DEPARTMENT OF EDUCATION

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A FORUM TO EXPAND ADVANCED

PLACEMENT OPPORTUNITIES:

INCREASING ACCESS AND IMPROVING

PREPARATION IN HIGH SCHOOLS

* * *

PIPELINE FOR SCHOOL REFORM: PRE-AP MODELS

* * *

SAGAMORE HILL

FIRST AND SECOND BREAKOUT SESSIONS

WASHINGTON, D.C.

FRIDAY, FEBRUARY 11, 2000

(THIS TRANSCRIPT WAS PRODUCED FROM A TAPE RECORDING.)

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DEPARTMENT OF EDUCATION

NATIONAL FORUM TO EXPAND ADVANCED PLACEMENT

OPPORTUNITIES

February 11, 2000

SAGAMORE HILL

VOICE: Let me just remind you that this session will be repeated, so, if you would like to attend another one that may not be as full as this, and come back for the next hour, you are certainly welcome to do so.

If you want to stay, please feel free to do so.

I know some of you don't have hand-outs, and, with the interest of time here, why don't I (inaudible) pass those out to you at the end.

I have just a few here in my hand. There may be some on the table. That is, if no one is sitting there and you want to pick those up, you may do so.

I will pass these around to those of you

who don't have (inaudible).

VOICES: (Simultaneous conversation.)

VOICE: I have schedule the big (inaudible), and so we are going to do everything we can to really cut time (inaudible) consider the less important things and get to the things (inaudible).

For that sake, what I am going to do is simply tell you who the other panelists are going me for this presentation.

They will tell you about their specific roles and who they work for and what they do as they come up and speak.

I am (inaudible). I am an Associate Director with the College Board with responsibility for national promotion of the pre-AP initiatives.

Joining me for this discussion is (inaudible), Dan Galloway, Bob Kimmery, and Joan Vinson.

Our objectives here with morning is to, one, tell you first of all about our work in our specific pre-AP model and then in the process of doing that, either directly or indirectly, help you

to maybe generate ideas that you could go back and (inaudible) to request funding, as we talk.

Thirdly, and most importantly, to save enough time to make sure that we answer those pressing questions that you have about information that we present here or anything related to pre-AP and the whole objective of this conference of expanding AP opportunities for students.

With that, let me get started by talking about pre-AP, what it means, and some of the objectives behind that.

From the College Board perspective and from what I do, pre-AP is our way of achieving equity and emphasizing excellence for AP (inaudible), opening AP to more and more students, providing opportunities there for more students, to tell you specifically how we define it.

In your hand-out, you have these slides. This is what pre-AP is -- a set of content-specific strategies to build rigorous curricula, promote access to AP for all students, introduce skills, concepts, and assessment methods to prepare students

for success in AP and other challenging courses, (inaudible) curriculum, increase academic challenge to all students.

Our emphasis with pre-AP is on teacher professional development, and so (inaudible)--or educators, I should say--access these strategies through teacher professional development activity.

For pre-AP, there are two specific ones. The first one is Advanced Placement vertical teams, and the other one is building success.

So, I would like to spend just a few minutes to talk about both.

(Pause.)

VOICE: What are AP vertical teams? This is the definition as you see it here.

It is a group of educators from different grade levels with emphasis on the middle school.

I don't have to go into the reasons why. We heard it yesterday. We heard it even more today, and that's very important.

(inaudible) who work cooperatively to develop and implement a vertically (inaudible)

program aimed at helping students acquire the skills necessary for success in Advanced Placement--and maybe I should say Advanced Placement and other challenging courses.

But, this is how we define a vertical team, and specifically AP vertical team (inaudible) because it is grounded in the Advanced Placement program.

When we see these teams organized, they generally are organized along grades 6 through 12.

But, they are (inaudible) organized--that are already organized, rather, that go into the elementary level.

There are some that will go to the K level, as well. They'll go the other way. There's no restriction on what the grade level should be and who should participate in (inaudible) vertical teams.

These teachers are what I consider problem-solvers. All of the issues relating to expansion that we talked about in the last day and a half (inaudible).

These are issues that the teams who are

grounded, who are working cooperatively toward common goals--

These are issues that they can resolve. Administrative support is very important, and so that can be (inaudible).

But, this is what they are. We currently have teams that are organized in English, mathematics, some in social studies.

But, English and math right now are the two major areas.

If you look in the brochure that you have, there are a number of resources available to AP vertical teams.

Inside you will see pre-AP (inaudible) professional development.

For AP vertical teams, one major source for teacher professional development are the conferences and workshops that are provided in the regions.

They can be one day. Some have one-day workshops. Others have two-day conferences, pre-AP vertical training is also provided through summer

institutes.

There are also a number of publications that are available, and you see them listed in here, specifically for vertical teams.

The Advanced Placement math vertical teams tool kit is one.

The English vertical teams guide is the other, and on the back you will see what we fondly refer to as the goose guide.

It is a guide that introduces the concept of Advanced Placement vertical teams, but it also has models for beginning discussions on how to align curriculum for the disciplines of science, social studies, foreign language, studio art, and music.

We are now in the process of developing an AP social studies vertical teams guides (inaudible) ready for the summer for field testing.

Then, we hope to have that publication ready for distribution by the summer of 2001.

The other pre-AP professional development strategy is (inaudible) building success.

In your hand-outs, you have a packet--or a

brochure on building success.

It is a two-day workshop, and it-- In that workshop, teachers learn strategies to prepare students for college prep Advanced Placement courses.

They learn strategies to help students think--to develop a great understanding about a topic with more depth (inaudible) improve writing skills, and a number of other things that you see listed in that brochure.

Of course, you see information again inside about the training that is available.

These are two strategies for teacher professional development activity that you may consider as you think about your grant proposals and things that you may write that grant proposal to fund (inaudible) providing access to more students.

As I said, we placed emphasis on teacher professional development.

Our rationale for that is to give teachers the training to be able to go back to their classrooms and enrich their curriculum (inaudible) objective, to make their classes more challenging for

all students.

So, we can do that through the teachers, that what we should see is more and more students as schools continue to send more and more teachers to this kind of training, that we should be providing the opportunity for more and more students to get these pre-AP skills.

It is a building process. It does take time.

So, you may start your student body or the school student body may do it like this.

This is initially for students with pre-AP skills or concern.

But, over time, this kind of thing should be happening, such that finally you have teachers--all of your teachers have this kind of training and are able to provide these kinds of opportunities for all of the students in the schools--for the schools in your states.

With that, I will now turn it over, I think, to Joan, and we will move into the next discussion.

JOAN VINSON: Good morning. I am Joan Vinson, and I am the AP (inaudible) for English in the Dallas Public Schools Advanced Placement Incentive Program.

Dallas is a minority majority school district with about 90 percent-- They are (inaudible) African-American and Spanish and Asians, and about ten percent--eight to ten percent white students.

For five years now, we have been involved in an incentive program that seeks to prepare more students to take challenging courses and eventually to pass the AP exam to go to college and graduate.

This is a study that was done in Texas, and I (inaudible). I may be blocking (inaudible)

VOICES: (Simultaneous conversation.)

JOAN VINSON: Am I blocking the view now?

(Laughter.)

VOICES: (Simultaneous conversation.)

JOAN VINSON: (inaudible) so I've got to stand somewhere. I'm sorry. (inaudible) if I knew how to use one, it can work better.

(inaudible) I'm sorry. But, this is just to show you where some of the impetus came in Texas.

You can see that, with this particular study (inaudible) 1982 to 1998 (inaudible) kindergarten, 95 or 95 percent of them completed 8th grade.

That means we made-- We made (inaudible). I know many of you in here aren't as old as I am, but I can remember when (inaudible).

We were more of an (inaudible) society (inaudible). So, 95 percent is good.

I showed this to say this. If only 72 are graduating from high school--and this is just five years ago--36 are going to college and only 18 of those were expected to graduate, we need to work from here to here, which is what we were saying or you heard over and over again.

Yes, we need to go all the way back to kindergarten, but we have made some progress, and we need to move students here.

So, this is what our program is trying to focus on is moving things from there to there, and

these were our goals.

Increase the number of high school graduates who are academically prepared to enter college and stay there until they earn a degree.

Many kids go, as you saw in this transparency here, but about half of them earn a degree.

To motivate more young people to (inaudible) science and math, especially in grade 7 through 12, which are the grades that our program encompass, and to increase the number of students who pass AP exams.

I want to say that, and I may say it again (inaudible) constantly. We are not talking about teacher AP English or AP science or AP math to 8th graders.

We're talking about skills working along a continuum so that they are academically prepared to take those AP courses and to be successful.

We found that the key is the teacher, and that the teacher needs training.

As (inaudible) said and I have heard

repeatedly, one of the things that you want to look at as you write grants or as you work on programs for your districts, your states, your schools, is to get teachers trained.

They like the training. The College Board training is wonderful (inaudible) very receptive to that.

So, we come up with this whole idea of vertical teams, which was the core of what we are doing in Dallas.

But, don't be nervous. I am not going to show you all the things.

I do have a hand-out that has some of these core ones that I will give you.

Advanced Placement is not an isolated course. There are skills that need to be taught (inaudible) planned program.

It is based on cooperation--cooperation among teachers on vertical teams.

The first time I talked about this to a friend of mine in New York, (inaudible) thought it was hilarious.

She said: Vertical teaming and vertical teams. But, she did have a point: What are you talking about? What's the difference between horizontal teams?

But, 20 years ago, there was a mentor of mine who taught English, and he said: We're teaching the same thing to these kids repeatedly. There's something that we need to do to keep from teaching the same thing repeatedly (inaudible) in English, different authors, different stories, but we're teaching the same thing and we're not getting the skills.

So, we require our teachers to go to College Board training, and they have to go to two summer institutes two years.

Then, they go to two-day institutes, and then after that (inaudible) they can go to a summer institute or a two-day but not both.

We have many teachers who want to go to both. They are very much interested in getting training.

But more than that, once they get the

content (inaudible) vital.

Our teachers have to meet at least once a month, and that's hard, and we're aligned by school.

There are non-high schools in Dallas that are (inaudible) 22. Nine high schools (inaudible) middle schools.

Getting middle school teachers to a high school for a meeting at the end of the day with everything else that goes on sometimes isn't easy.

Districts-- Dallas said (inaudible) sometimes isn't easy, but we have managed to make sure that these vertical teams go on in addition to other training.

You have to have an agenda. You don't all sit around and say what are we going to talk about today, because it will turn into a gripe session.

So, there must be a planned agenda. Teachers need to be-- They need to buy into the program.

They need to have some (inaudible). You need to take volunteers. You need not take--and I can say this as an old English teacher--all of the

old English teachers in the department, because there needs to be somebody who is very much interested in innovative approaches to teaching kids, and they must represent every grade level.

Here is a sample of agendas that we worked up as far as what we do in vertical teaming, that I gave them at the beginning of the semester so that we have some focus.

We know we are going to meet. We know what we are going to target.

We know what skill it is that we are going to be looking at.

You see up there a benchmark. One of the things that we saw a need for once we got into this program was developing benchmarks.

We came up with this little booklet, and there are some people in here. We went to outside sources along with some of the people in our district.

We came up with--this is English--different skills--categories that we need to concentrate so that, as we move from 7th through 12th

grade, there were skills that we were concerning ourselves with and not just courses.

Let me talk to you just a little bit about that.

You have heard much about the need for students to take algebra in the 8th grade, pre-algebra in middle school.

(Pause.)

JOAN VINSON: The make-up of the vertical teams in this particular program starts with an AP teacher and moves down through 7th grade.

The AP teacher, because that person gives the AP exam, but the AP teacher also as the head of the vertical team to work on or to help enumerate the skills that need to be broken down.

Now, math has an ideal set-up just because it is math. A child cannot decide in 10th grade, after having taken only pre-algebra: I am going to go to school to major in engineering.

I mean, there is just not the background. In order to take calculus, unless there's some double blocking, you have to start early.

As part of the team, the team's responsibility is to get students in there early enough.

We need to go out and seek students who have potential and not keep it with all of the bright students who don't necessarily require much of our teaching (inaudible).

We need to teach kids. We need to seek them out. We need to put them in place, and this is what it looks like for math.

Well, science, which is another one of the areas that we work with, there's a little less straight and narrow.

There are some students who may or may not take all of these things. They may just decide they are going to take biology and then Advanced Placement biology.

So, we don't have quite the continuum and all the more reason that we need to have (inaudible) skills in these vertical teams, that we are looking at that we are going to work on.

Well, English is just English.

(Laughter.)

JOAN VINSON: (inaudible) take English 1, English 2, English 3. Okay, you're a smart kid, and we'll put you in AP Language. You've been a part of the student council here.

Mom says: I want my kid in AP English. What about the skills? What about the skills?

(Pause.)

JOAN VINSON: One of the elements that we have on this benchmark (inaudible).

(Pause.)

JOAN VINSON: (inaudible). There's a lot at the convention here. (inaudible).

VOICES: (Simultaneous conversation.)

(Laughter.)

JOAN VINSON: I am sorry. Well, let me just say this quickly. This is from the 1999 test. This was a poem that was on the 1999 literature test.

It is about the Vietnam Memorial. These are questions about that test. Just look at the first two questions. Just look at them.

If you are a test-taker, you know that

these are mind-boggling things here.

(inaudible) you have to do a lot of reading. But, if you were taking a test and you were teaching students the skills of taking tests, you would say go for that number 37.

The question is short. It refers you to a particular line. That should be one that you should be able to do.

But, what if the kid only knows allegory as a definition, or what if they can give you a definition but personification but they can't apply it.

These are skills you have to teach kids. These lines that you see here, I put this in front of my class.

I said: How many of these words would you have trouble with?

Most of them said: This.

They are in the 12th grade. They cannot all have them in the 12th grade. We have to align curriculum.

We have to be determined--concerned with

these skills.

This is what one vertical team has done. They went out, and they took these particular terms and they determined where they are going to introduce them, there they are going to develop them, where they are going to apply them, where students need to be able to master them, and so you do have a vertical team.

As you look at what you want to do with this money, it's all wonderful and great to say: I am going to have vertical teaming.

But, please plan for--allow for some time for vertical teachers to get together.

They need that release time. They need to meet. They need to determine what it is that they want to do.

Very quickly, I am on my way to my seat. We are having some success in Dallas.

We are having a lot of success. (inaudible) In 1995, this program started, and this is how many people we have in those classes now compared to this.

So, there is some success. Last one. These are the number of students taking exams, and I am proud to say 700 of them passed it last year. Thank you.

(Applause.)

VOICE: (Simultaneous conversation.)

DAN GALLOWAY: My name is Dan Galloway, (inaudible) Illinois (inaudible) Chicago.

I am going to share with you (inaudible) success story of my school in its AP program.

(inaudible) brief overview of the school.

(Pause.)

DAN GALLOWAY: (inaudible) last year. You can add 250 students to this, so we are at 3800 students (inaudible) 4500 (inaudible), 275 certified staff, over 180 support staff.

We still hire over 30 new teachers every year.

VOICE: Nine through 12?

DAN GALLOWAY: Nine through 12, right. (inaudible) When I came in in the Fall of '77, Stevenson High School had two AP classes--AP Art and

AP Spanish Literature, because we had two teachers who were very passionate about that.

Principals (inaudible) didn't really care much, because they kind of let them do their own thing.

We have since grown, and I don't have the data as far back, but in 1992, we gave 676 AP exams to 339 students (inaudible) honor grade score of 81 percent; 81 percent had three or higher on the exam.

Since then, we come up here to 1999 (inaudible) last seven years, the school population has increased somewhere between 50 and 60 percent (inaudible) levels have increased over 130 percent.

So, people can say: Oh, sure, you are getting more kids in here and more exams because you're seeing more kids in school.

Well, it's double the amount of kids that we're getting as far as percentage increase.

(Pause.)

DAN GALLOWAY: What I want to share with you is how we got it that way. What has contributed to the increase in enrollment in our Advanced

Placement courses. (inaudible)

Keep you in suspense a little longer, right? (inaudible). What has contributed to our growth, all right?

First of all, we have added courses. Simply adding courses. We have added music theory, art, history, statistics, (inaudible).

Next year, we are adding AP human geography. (inaudible) increase enrollment. That's pretty plain and simple.

But, that's the easiest way to do it, but it's not always going to help you accomplish what you want to accomplish.

The second thing that we did is to ease the restrictions--less restricted placement for teachers, which as resulted for us in enrollment increases (inaudible) accelerated (inaudible).

Many of our AP courses have-- When we looked at it (inaudible) rather arbitrary enrollment restrictions, we (inaudible).

(inaudible) concurrently. For example, we said to be in AP european history, you had to be in

accelerated English and have an A in world history, and you couldn't have taken world history in summer school.

Let's throw in a few other things, okay, (inaudible), so we have relaxed that a little bit.

(inaudible) arbitrary (inaudible). What is the basis for this?

So, we have relaxed that some, and we have increased enrollment of AP european history by 107 (inaudible).

(inaudible) go back here and point out (inaudible) result of our increased enrollment, relaxing some of our entrance criteria, are we getting lower percentages of honor grades?

No, we're higher. We're the highest we've ever been. We've increased 130 percent our participation in AP.

Our honor grades are higher than they have ever been, and the most number of scores on our exam is five.

The second highest is four. The third highest is three all the way down. So, we still have

some room to grow in that.

(inaudible) look at our data and say: Oh, fantastic. I told my administrative team (inaudible).

I said: One could look at our data here and say: We've done a great job, you know. Pat yourself on the back (inaudible).

(inaudible) I'm not saying that. When you look at this, you see that we are still missing a lot (inaudible).

(inaudible) 81 percent honor grades and the national trend is 60-something percent, Illinois (inaudible).

(inaudible) five, then four, then three. You can count the number two's on two hands, number one's on the one hand on 1600 exams.

(inaudible) so we need to see what we can do. So, we have expanded our efforts here in the area of (inaudible) criteria.

What is the criteria--entrance criteria for all of our AP courses and getting more kids into the pre-AP courses during our freshmen year.

There are some things that we have done to do that -- placement testing summer school. We have placement tests in English, math, foreign language, based on skill development, skill acquisition in those subjects.

(inaudible) California. (inaudible) on any of those. Placement tests that our teachers and the teachers in the middle schools have jointly created.

Like as was mentioned before, our teachers-- We're a one high school district, and we are the district. We are the world, okay?

We do not have-- We have seven junior highs, middle schools that feed into us, all the separate boards od education, separate curriculums, separate identities.

We have become masters of articulation. We articulate with our center schools better than any K-12 district I have ever seen.

Those districts, unfortunately, people assume articulation is going to happen, because we're a K-12 district and we'll know what the expectations

are.

We can't take that for granted. We can't assume that. We have to go out and be proactive. We have to make that happen.

So, we have curriculum, articulation, councils for every subject area including home economics, to math, to English, music, computer, everything.

These people meet four times a year, and much like Joan said, they have agendas, they have objectives, and they plan and they develop the scope (inaudible) sequence of the curricula in each subject area.

They develop time lines for skill acquisition in those areas, and together they plan, develop a placement test on the skills for students.

Then, students take those placement exams in February (inaudible), and they get a score.

If they don't like that score, they can retest. They can review on their own every test in the summer.

They can get a tutor on their own and

retest in the summer, or in the summer we provide enrichment course (inaudible) program, if you will, in math, English, and foreign language--several foreign languages, so the students, if they want to move to a higher level, (inaudible) enroll in that course, retake that placement test.

We'll teach them, enrich them, and they will be able to move up to a higher level.

When students enter our high school, they enter a college preparatory level. We used to have six levels (inaudible), and the bottom one, which was (inaudible).

But, we now have two levels, and that is (inaudible) college prep, because, when you come to our school, we're going to prepare you for college.

We have our expectations on you, and then, if you are in Advanced Placement, we consider that honors (inaudible).

(inaudible) accelerated (inaudible), but that's just some subjects only, not all of them, so essentially two levels.

Articulation with pre-AP junior high

school teachers. I think I have talked about the junior high school teachers.

(inaudible) articulation efforts, we go down to the third grade. Our curriculum teams go down to the third grade teacher through the 12th grade AP teacher in English, for example.

(inaudible). One thing I can say about these teams, we all know what staff development is in many schools.

I understand that staff development is getting better and getter more germane to teachers' needs, and such, and it's not (inaudible) somebody talks for a day or an hour (inaudible) you always do.

But, in our articulation teams I talked about, we emphasize staff development in those teams as well.

Many times, our teachers in the third grade or the sixth grade, seventh grade on up through high school, will meet in staff development activities to talk about assessment, inclusion, strategies, techniques, those types of things.

Also, our teachers--our pre-AP teachers

and (inaudible) high school and our AP teachers meet as a team.

For example, our AP foreign language teachers are on a team with all of the teachers in the Spanish 3, the Spanish 2, the Spanish 1, all the way down.

As Joan showed, they have determined what skills are going to be identified and taught in each of the years.

We do the same thing in math and English, as well.

Of course, sequencing and alignment. One of the things that we did that helped us increase enrollment is we took a look at the sequencing and alignment of our courses.

We actually found that there were some barriers there. We found that, by students following a certain path, we were ensuring that they would not be in an AP course.

We removed those barriers. For example, foreign language, we have the AP foreign language course set up such that half of the class that was in

preparation for it graduated before they could take the exam.

In math, we found that the way we were sequencing students towards statistics kept 50 percent of the students from participating in that statistics course.

We found that our English curriculum, by senior year, was so divergent we were actually encouraging kids to go in different areas than AP.

In art-- Anybody teach art in here--fine arts? Oh, good, then I am only going to offend one person.

No, I say this in good faith, but our art teacher, when I looked at the AP art program in 1992, or even before that, and looked at it again in, like 1997, I said: Chris, I remember coming here in 1977 and you had one AP art class, and it's like 1996 now and there's still one AP art class. Art school has grown like double. Everything else has gone-- Why aren't there more kids that can take AP art?

Oh, Dan, you don't understand. Art kids are, you know-- If they got into AP art and just

didn't get their decent grade, whatever, he said, that would crush their egos. Then, maybe, they would not want to go to art school.

I said: (inaudible). These kids are going to do fine.

So, we've got three AP art classes now, and no egos have been crushed.

(Laughter.)

DAN GALLOWAY: Anyway, that's another area to look at, how you are sequencing and aligning. I am going to end by just highlighting a few things that I know where we have put our efforts and our dollars as a district, and you may be interested in putting your efforts and dollars, and that's in articulation and planning and staff development in those articulation teams, teacher training and support--training and supporting AP teachers and training and supporting teams--articulation teams.

It is one thing to put a group of teachers together and say: You know, you're going to work as a team.

Well, what does that mean? Okay, if you

are going to work as a collaborative team, there are some skills and some knowledge that you need. You put teachers together and say: Work. Well, that's a group.

But, the teams work differently than the groups. Summer bridge programs, okay. That's another area.

Again, the articulation teams of AP and pre-AP courses and reviewing the scope of sequence of your curriculum.

(inaudible) Again, we have seen explosive growth in AP. It's been-- It hasn't just happened.

It's been by design. It's been by some concerted efforts that we have made.

Yes, we are very successful right now. There will be five schools in the world that give more AP exams than we do.

We could sit back and say: Hey, we're great. But, we're not. We're sitting back and we're saying: Look at this data. We've got so much more room to grow. There's so many kids that we're not getting. We've got to do more. Give more kids

opportunities for AP.

So, thank you, and good luck to you, and I will be here afterwards if you have any questions. Thank you.

(Applause.)

(Pause.)

VOICE: While they are passing that out (inaudible), but I want to thank Dave Berry who is standing at the back there for doing a hand-out for me that you may already have picked up.

There is a whole article on the Dallas AP Incentive Program that you will find at the stands where the College Board materials are.

So, thanks, Dave.

(Pause.)

VOICE: (inaudible) handing out to you an article written by David Runzel who is a writer for Teacher Magazine and for (inaudible), describing the (inaudible) program.

So, it is not my purpose this morning in ten minutes to be able to describe to you the (inaudible) program.

But, what you are going to read when you read this article is the first page is really a short story.

In that article--or in that story--David talks about the experience of Maseer (inaudible), who is an Ethiopian student immigrant to Hoover High School in San Diego.

It is a story about Maseer and three of his fellow students at Hoover High School who (inaudible) tutorial.

I should tell you Hoover High School is one of the poorest schools in San Diego County, if not (inaudible) poor sections (inaudible) if not in all of California.

Hoover has many, many immigrant students, because it is a port of entry school.

Maseer and the two Somali students who are described and also the Haitian student are all immigrants and all first-generation college-goers.

(inaudible) targets low-income students, first-generation college-goers. Those are the students who primarily make up the 40,000 students

that we serve now throughout the world.

But, I think, when you read about Maseer, what he is attempting to do in his tutorial--and David Runzel, the writer got dragged into this because the tutor didn't show up on time, and David was the adult on call--so Maseer asked David to help him find two examples of dramatic irony from Chauser's Canterbury Tales (inaudible).

David was dragged into this, and he describes his experience at trying to walk these students through--

First of all he said: I can't help you with this. I haven't read it in 20 years.

That wasn't good enough. They said: We have to do this. You're going to help us.

(Laughter.)

VOICE: So, what happened was David was the tutor on call, and I think this really colored his whole interpretation of the (inaudible) program.

These were immigrant students, and it happens in San Diego that we have, in this particular school, a number of immigrant students.

I think, for me--and I am a former high school principal and AP teacher--many of our students become immigrants when they tackle rigorous curriculum for the first time.

So, Maseer's experience is very similar to a lot of the students that we target, whether they are students in rural Kentucky or Virginia or rural California, or inner city schools throughout the United States.

So, this is a program that started 20 years ago, and I want to talk with you about what we have learned today and I think if I help inform some of the work you are going to do as you structure your (inaudible) grants.

(Pause.)

VOICE: First of all, we view our teaming structure as a district structure and I would like you to think about that as you think about assisting your schools, that what is the district focus as well.

But, the key piece in this structure is the Avid teacher, and the Avid teacher is recruited

from the ranks of the academic teachers on campus.

When this program started in 1980, it was founded by an AP teacher, Mary Catherine Swanson.

She is described in the article that you have. She's also written up in the AP yearbook that you have in your materials.

So, it was started by an AP teacher at a school whose population changed almost overnight, going from a (inaudible) culture to a very large number of impoverished kids coming to the school through court-ordered bussing.

So, a key component is the Avid elective teacher. This is a piece of the school support structure that we use.

So, the question is, if you decide to offer a support structure to broaden that pre-AP pipeline, what would the curriculum look like for this class?

What happened was the teacher suggested that she do this class. The principal said: Fine, go ahead.

She had to develop a curriculum for the

class, which now is formalized and it's used in 900 middle schools and high schools throughout the United States.

But, a question for you is can we broaden pipeline by offering this course structure like Avid.

A key component is the Avid elective class.

When she started the program, she felt woefully inadequate to deal with the needs of kids who were coming to her who needed help in biology.

They needed help in social science. They needed help in foreign language.

She was one teacher, so she immediately recruited some of her graduates to come back into the program to work with her.

So, another question. What is the role of peer professionals in our AP efforts to broaden that pipeline?

Mary Catherine recruited college students--her own graduates from Claremont High School.

So, we now train thousands of tutors all

over the world every year to work in the Avid elective class.

That's another piece of the structure. These tutors work at both middle level and high school.

They're not required to do both, but they often stretch across both campuses, and that's an important articulation piece.

So, those are two key components of the structure. We trained administrators.

If we don't have administrative (inaudible) site level, obviously we don't offer the support structure.

So, the question you have to ask is what kind of commitment do we need from administration at the district level and at the site level in order to do this.

Without real support, it isn't going to happen.

Subject area teachers--and this is where I think the concept of vertical teaming is a little different for us--we work with interdisciplinary

teams on each campus, at the middle level, and high school.

The administration and the Avid elective teacher lead this site team, and they focus on issues on campus of access and equity and excellence for kids. What are the barriers? How can we remove them?

I used to say-- I was a principal in high school of 3500 students. Trying to get the departments to work together is like moving glaciers. Very difficult to get folks to work together.

So, if you can unite this group and get them to focus on what are the issues and how are our kids doing, and let's disaggregate the (inaudible), then you're going to make some real changes.

We've trained these folks at summer institutes every summer.

Then, families at the middle level and high school. What are the experiences that families need as their students move forward?

So, this is a look at the teaming structure that we use. A key component for us is the

district or regional support.

We require that there be somebody at the district level who is articulating between these groups, helping to get tutors, facilitating the articulation process between the site teams.

We have found-- It has been our experience that, if you don't have that, we do not get the kind of success that we're looking for.

We also, in California, have 11 regional centers that provide ongoing Avid teacher workshops, tutor trainings, training for administrators, site team conferences, and we ask that our district directors do the same thing.

Any kind of support structure we have found that's going to articulate between middle level and high school needs somebody at the district or regional level to wear that hat to identify what the problems are and to move people forward. Otherwise, never the twain shall meet.

What are the lessons that we've learned?

(Pause.)

VOICE: This is after looking at 20 years

of the program, lots of research--by the way, which is on our Web Site, which is in the materials--list of materials that you have.

What does it take to make students--move students forward and help them benefit academically?

We find we need both systemic and curricular support. We train our Avid teachers in a particular curriculum (inaudible).

We train our subject area teachers in that (inaudible) curriculum. That alone is not enough.

They need to work the system. I could ask you (inaudible) if you have ever had trouble with your own system.

You know we all have. Our own kids have run up against it. They need an insider, somebody to work the system for them.

We also have found that there must be a district or regional focus on college prep, 6 through 12.

If we have a pool of kids coming from a middle school who are eager, they have had the preparation for middle school and these kids are low

income--

Many minority students, if they get to the high school and we've got barriers, then those kids are get shoveled off, as Gerald Tirozzi said, the general courses.

We found that kids benefit from a support class that focuses on rigor, using writing, inquiry, and collaboration.

Research tells us it works well for kids. They have learned how to do school, but it requires training, and it requires ongoing support for the teachers, because we are asking teachers to play a new role.

We're asking an English teacher, a science teacher, social science teacher, to teach this support class.

That requires training. It is a real different role for them.

We have found that tutorials have to be structured. They cannot be homework help sessions, and they must be within the regular school day.

Do tutorials two days a week minimally,

sometimes three. Initially, (inaudible) but now we have discovered they must learn the inquiry process and they must take kids deeper in the material.

Actually, David Runzel, who is described in your articles, is the perfect tutor. He couldn't remember the Canterbury Tales.

So, what did he do? He had to ask the kids a lot of questions that forced them to go to their material and go deeper into the material.

(inaudible) academic peer group. Very important, especially for low-income minority students as they move through the process.

As they move up the pipeline, they've got to have a group to identify with along the way, to reinforce.

Studies on our program show that they develop a new peer group based on academics.

We know the emphasis on study skills, organization, test-taking, time management, all of which is taught in that elective class, is important.

It has to be connected to academics, and, when kids come to tutorials, they have to bring

questions from their academic classes.

There needs to be the connection to their subject area classes.

Finally, explicit teaching of the hidden curriculum. We explicitly teach--and David describes this in his article--to low-income kids what many high-income kids get at home.

In other words, if you've got a problem with a teacher, how do you deal with it?

We train kids how to do that. If you don't think you have been treated fairly, how will you handle that?

If you did poorly on a test, how do you get the make-up? When are the (inaudible), all these things that a lot of kids don't find about. This is the hidden curriculum.

Increased time to study more deeply, and accountability, works really well for the kids. They have to bring their notes.

They have to go to tutorials (inaudible). Everyday daily contact with that Avid teacher. Kids say it is like having your mom or dad at school who

went to college.

(Pause.)

VOICE: (inaudible) teachers. This is what we found benefits teachers. (inaudible) involved in the support structure.

They learn to work the system. They feel powerful. They know the curriculum, but they now learn to work the system, so they don't feel like they are victimized the same way the kids are.

They can make a difference. They get initial staff development. That seems to have worked for them.

But, more importantly or equally important is the ongoing support. You can't do the one shot summer institute.

You've got to have the six coordinated workshops during the year and the psych team sessions.

Focus on results. AP teachers are typically the academic folks in the school who get the focus on results.

We found Avid teachers like to focus on

results, too, when they find out that 80 percent of their kids--which is our national average--(inaudible).

That's a great incentive for them. Another key piece is they get to work with a group of kids over a period of year.

They stay with those kids. They own them. They're their kids. (inaudible) two or three years at the middle level. Four years at the high school, moving through together.

Accountability -- we certify our sites. (inaudible). They know whether or not they are really doing Avid.

Administrators seem to like this. We have (inaudible) essentials that we certify with, and folks seem to like that reinforcement.

We do it every year. In site team work, people find out what's going on in the other departments.

That increases their understanding of how the school works.

The increased leadership -- that requires

training. You have to be able to work with adults as well as kids.

Some teachers are wonderful with kids, but they have trouble working with adults.

So, we look for people who can do both. So, what you think about a support structure, you've got to think about do we want to emphasize the district or regional approach?

How do we want to train teachers, and I think a key piece is what role can college students play in this endeavor as we try to move more kids through the pipeline?

You've got to have a place to put them, and the structured class like Avid is a good place to do that.

So, hank you very much. I appreciate your attention.

(Applause.)

VOICE: Oh, I'm sorry. On our Web Site. These slides are on our Web Site (inaudible).

If you can't find them, just hit the E-Mail and say: Rob, I can't find the slides. The E-

Mail will come to me.

(Pause.)

VOICE: Good morning. My name is (inaudible), and I am Principal of Eastern Technical High School in Baltimore, Maryland.

I'm the speaker here to give you hope, because (inaudible) numbers of students who are taking AP exams.

There's a little bit of a story behind that. I'd like to share that with you just for a couple of minutes.

Eastern Tech High School is in a very urbanized area (inaudible), and it also has the lowest socioeconomic demographics (inaudible).

A lot of that is because the downsizing of manufacturing (inaudible), and that's happened all over our country (inaudible)

(inaudible) became international (inaudible) economy. A lot of people who were blue collar people lost their jobs.

There's a very big disconnect between the skill (inaudible) and the economy of today, and

that's where Eastern Tech sits, right in that dynamic in terms of how are we going to get students ready for the new economy.

It all revolves around what was talked about at the first session this morning -- high rigor and standards for all students--and I emphasize "all students."

Back in 1991, when I was appointed Principal of Eastern Tech, less than five percent of our graduates went on to college. We were a school of 1150, 9 through 12.

Now, we are a school of 1400. But, to give you a sense of how you get to the AP, you have to start somewhere with what is academic rigor. What does it mean?

How do you deliver a curriculum, and how do you assess to ensure that students are meeting standards?

Back in '91, we had a lot of courses called vocational this and vocational that, vocational math and vocational science.

The only problem was, when we looked at

our state examinations, our students were (inaudible) unsatisfactory in those tested areas.

One of the first things we did as a leadership team is we restructured the whole curriculum.

We got rid of the word "vocational." We put in an academic program, and we layered career majors with contextual settings with high academics.

Where we were offering nine sessions of consumer math, vocational math, we got rid of all those (inaudible) and we put in mathematics and calculus.

We did our science through physics. We put a straight college-prep curriculum in.

My first graduating class in '92, eight-tenths of one percent met the University of Maryland course entrance requirements.

Last year's graduating class in 1999, 78 percent of the graduates met the University of Maryland course education requirements.

How did that happen? It happened by putting in place an individual career action plan for

every student.

The school is organized around ten career majors, and you will be receiving a copy of this booklet that gives you greater details.

I would also ask you to check our Web Site, EastTech.org, because there's a lot of information on the site about the operation and the organization of the school.

When a student comes to Eastern Tech, they are given a four-year schedule. Imagine that?

The choice is taken away, basically. If you tell us you want to go into engineering, these are your courses over four years.

If you want to go into culinary arts (inaudible) restaurant management, these are your courses.

That builds academic rigor for all students.

The other key is, in terms of the vertical integration, how do you work with your middle schools?

This was a tremendous problem for us,

because we were bringing in students from 19 different middle schools.

We're a large school district, 108,000 students, and when you are bringing in students from all these different middle schools, it's tough enough to figure out what you're bringing in from one middle school, let alone for 18 or 19 in terms of what does this grade mean.

That's when we got into a lot of articulation work with our middle schools.

We invite all the middle school teachers by (inaudible) area to our school.

One of the nice things about being a technical high school, we have a wonderful student-operated restaurant, so we have the enticement of a good lunch if you will come over and learn about what it means to do honors, gifted and talented, and Advanced Placement work.

We have students address the teachers from the middle schools. We have art teachers talk to them.

Then, we actually (inaudible) quality

looks like, and we show them reports, and we show them essays so that they have a sense of what good is.

That is part of the biggest issue we are struggling with in public education. What is good in terms of assessment?

That's only going to happen if you do that outreach (inaudible) talked about.

A couple of the hand-outs that give you more specifics about that is the one that's suggestions for middle school teachers.

This basically talks to the teachers, also the students, and says: This is what we're talking about when we're talking about a student going into an honors class, a gifted and talented class, an AP class.

We also ask them (inaudible) discipline to recommend students and some of the things they should be looking for.

You also have that hand-out there. It's important that we're speaking the same language.

If we are truly going to be held

accountable for some (inaudible) standards, we ought to be working from the same game plan.

Then, the other hand-out talks about summer requirements. We give students summer work requirements in these areas and projects and contact people that they can have support throughout the summer as they work on these projects.

We have found this to be very helpful, and to give you some numbers, once again, these are low numbers.

Three years ago, we had zero students taking Advanced Placement courses, and last year we had 80 with a 68 percent pass rate of threes, fours, and fives.

So, it's hard work, and you really need to reach out. You have to deal with the culture.

There are a lot of parents I talk to. They really want the A's and B's. They're not so concerned about the higher-level courses.

(End Tape Side A.)

(Tape Side B.)

VOICE: So, these are all part of a culture that you have to work through, and you have to work through (inaudible).

Money is an issue. How do you pay for the test? Now, if you're Title I and you can get money, as mentioned by Dr. Tirozzi, that's one thing.

We do not let money get in the way of the students. We have corporate sponsor that will fund the tests (inaudible).

There's ways to work around that if money is the issue. We don't find money to be the issue.

We find the hard work to be the issue. We have a professional development school at one of our universities where we're preparing the next cadre of teachers.

Basically, we had them do some research with our students. You know, why don't you want to take AP, or why don't you want to get into (inaudible) courses?

You know the answers. You worked with students.

The issue is how do you convert them over to show them the reason for doing (inaudible) rewards, and things of that nature.

So, I would invite you to look through this information and material, and I know we're a little bit short on time.

You might want to have some questions, so I'll stop at this point. Thank you very much.

(Applause.)

VOICE: We have about five minutes for questions. I apologize for that, but it is very difficult for five people to talk about their projects or programs with enthusiasm, that you see that we have, and do that effectively and give you information of substance in ten minutes.

So, with that, your questions. Yes?

VOICE: Why do you find it necessary to have honors (inaudible) Advanced Placement, or what advantage that (inaudible) three levels give you, or are (inaudible)?

VOICE: Actually, the AP and the gifted and talented are one and the same in most courses,

but it's a designation that our school system has in terms of how we work out point values for different rigors of the different courses.

VOICE: Other questions.

VOICE: (inaudible) hand-outs to go around?

VOICE: If you need the last hand-out, see me at the end of the session. I have some extras of them.

VOICE: There may be some others that you didn't get, so, if you did not, check with each one of us, and we can share those with you.

Other questions? Well, if there are no further questions, we thank you for coming, and I think the next session will start at 11:00.

(End Tape Side B.)

DEPARTMENT OF EDUCATION

NATIONAL FORUM TO EXPAND ADVANCED PLACEMENT OPPORTUNITIES

Thank you for coming to this session on Pre-AP models. I'm Mondy Raibon and joining me for this presentation, Rob Gira, Dan Galloway, Bob Kemmery and Joan Vincent. They will each tell you about their particular areas, what they do, the organizations that they work for, as they go through their presentations. We're minimizing formalities to get right into the presentations because our time is so limited. So, with that, we have about three specific objectives we want to make sure we cover.

One, to talk about what it is we are doing and our specific Pre-AP models.

Secondly, hopefully, help you generate ideas, either directly or indirectly, as ycu think about grants and funds and writing those grants, activities that you may include in those grants, and

Thirdly, to make sure that we have enough time left to answer those questions that you have

about the information that is presented. So, with that, we'll get started. There are handouts for our various presentations, and I think we probably have enough here. If you have any questions about these, feel free to ask us about them after the session.

My area is Pre-AP and I'd like to start simply by defining it as we see it from the College Board. This is an initiative of the College Board now, a national initiative, and its objective is to improve access to advanced placement for all students. This is how we define Pre-AP, as a set of content specific strategies to build rigorous curricula, promote access to AP for all students, introduce skills, concepts and assessment methods to prepare students for success in AP and other challenging courses, strengthen curriculum and increase the academic challenge for all students.

We place emphasis for Pre-AP on teacher professional development and, so, for educators to access these strategies, they do that through teacher professional development activities, and there are two specific ones that I want to talk about.

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We place emphasis for Pre-AP on teacher professional development and, so, for educators to access these strategies, they do that through teacher professional development activities, and there are two specific ones that I want to talk about.

The first is advance placement vertical teams and the other one is building success.

This is how we define AP vertical teams. We're very specific about the kinds of putting AP here because these teams and what they do, these things that they do are all anchored in the advance placement program and are strategies and skills that we find in the AP program. It is, as you see, a group of educators who represent different grade levels. It's very important to have the middle school participation there. They're from a given discipline, they work cooperatively to develop a line cirriculum to help students develop the skills they need for success in advance placement classes and other challenging classes. We see these vertical teams generally organized across grade levels 6 through 12 and, as I said, they can be organized for every AP discipline that we have. These teachers are problem solvers. They set their own goals as it relates to the definition here, as it relates to improving access and then all of the things that are required for them to accomplish their goals. They

decide what those things are and develop their strategy for doing so. So, I see these teachers as, or these team members, as problem solvers.

In the brochure that you have, the Pre-AP brochure that you have, if you look inside, there are a number of resources available to AP vertical teams and to provide training for those teams. It's this brochure here. If you look inside, you'll see a section there on teacher professional development. AP vertical team training is provided throughout all of the college board regions, either in one-day workshops, in some cases, two-day conferences. There are also consultants who go to schools and work with schools and teachers in those schools to provide assistance with AP vertical team training. And then summer institutes is another means of teachers' acquiring this professional development. We have developed several AP vertical team publications and you see them listed inside the advance placement vertical team toolkit, the English vertical teams guide, and if you look on the back you'll see what we refer to as the goose guide. It is an introduction

to AP vertical teams and what that concept means. And then there are models in that publication for science, social studies, foreign languages, studio art and music theory. You can get these publications. Teachers get them generally through the workshops and conferences that they attend. But, you can also call your regional offices and those offices are listed on the back to get information about those publications, as well as the training that is provided.

The other source of training is building success. Building success is a two-day workshop. In that workshop, teachers learn strategies that help to prepare students again for college prep and advance placement work, strategies to help them develop critical thinking skills to improve their writing. On your table, again, you have the building success brochure and there is information provided there about that workshop and exactly what it provides. This workshop, again, has consultants who are specifically trained to provide the teaching professional development workshops to teachers. You

can access that training or, at least, the consultants again through your college board regional offices, and I think those offices are listed on that brochure, as well.

As I said earlier, we place an emphasis with Pre-AP on teacher professional development, because we feel that if we can give teachers, all teachers, the strategies for raising the bar, if you will, for students, for enriching the curriculum in their schools for developing strategies and activities to challenge students more, then that is certainly a way we can have an impact on expanding the number of students who are being prepared for advance placement courses. So a school, in doing so, the schools in your state may take the approach of sending teachers to these workshops and conferences. But each year they should be sending more and more teachers, where you are providing exposure for students to these Pre-AP skills to more and more students, and this is the kind of effect you should have. Each year you should see more and more students getting this exposure, finally, to the point

students are getting these skills or that you find these skills being provided throughout the curriculum in the school, no matter where they go.

So, as you think about grants that you may write for funding, teacher professional development certainly is an important one. Attached to that handout that is entitled Pre-AP Initiative are also some guidelines, the very last page, are some guidelines for you to keep in mind as you think about using building success in AP vertical teams as an activity for funding through your grant proposals. With that, I think our next speaker will be Dan, and we will move on from there.

Thank you, Mundy. I'm, as I said this morning, one of the success stories that you are going to hear about and as I tell you about the school that I am from. I am Dan Galloway. I'm principal of Stevenson High School in Lincolnshire, Illinois. And this is last year's data. This year we are now 3,850 students, still growing to 4,500, 275 certified staff, 180 support staff and still hiring over 30 new teachers every year. We're north

suburban Chicago, Illinois, and I'm going to share with you some information to show exactly where we are regarding advance placement.

Here's some data that shows you kind of where we have been and where we are today. 1992, you see we had 676 AP exams written. Last year, we had 1,611, and you can say, well, Dan, sure that happens when you have your enrollment growing. And I say, well, yes, but since 1992 our enrollment has increased 50-60%, while our AP participation has increased over 130%. So, what I want to share with you today is what have we done to increase AP participation at out school, because there are some very specific things that we've done.

The easiest thing to do is add AP courses. We added music theory, art history, statistics, environmental science, psychology. We had many AP courses in the subject areas and, for one reason or another, we just didn't have this one or that one. So, as I talked to the departments and some teachers in the departments, I tried to build an interest there, and they ultimately offered those courses, and

now we have them. But, that hasn't been a major force to get us were we are today at all.

One of the major forces is this one here: relaxing some of those arbitrary entrance requirements that we had for AP courses, which has resulted in more and more students being able to enroll in our Pre-AP courses.

How have we done that? Basically, the last or the next two here, placement testing and summer school. We have an articulation in Pre-AP and junior high school teachers. We have teams of teachers that teach middle school and high school that meet on a regular basis on our articulation teams. These teachers plan the scope and sequence of the course. They determine the skill level development of the students in each subject area and plan and articulate the placement test. They create it together. When you have the middle schools and the high schools together determining the objectives and the scope and the sequence of the curriculum through middle school and into high school, and they develop the placement test based on the mutually

determined objectives that they have, students take those placement tests in 8th grade, or after 8th grade, and then determine what course they're going into in high school, and, then if they do not like the way that they scored on those exams, they can get tutoring and retake the exams on their own. They can get books and study on their own. Or they can enter our summer school program where we have enrichment courses in every single one of the subject areas. We have placement exams in math, English, and four different foreign languages, and they can take a bridge program in the summer in any of those areas, and they can increase their skills.

We have two levels at Stevenson High School, essentially, and that is college preparatory and advance placement. When you enter school, it is our expectation that we are going to prepare you for college. We are going to start you here. These are our expectations. We used to have six different levels with expectations way up here and way down there. Now when we come in, our expectations are up here for everyone. If you are not performing well,

we have the enrichment courses in the summer school. We also have enrichment courses, mandatory tutoring and those type of things going on during the school year.

We also articulate with our Pre-AP teachers. Our advance placement teachers in high school articulate with the teachers of the prerequisite courses, and they sit on teams, and they plan, again, specific activities, assessments, strategies that they are going to do with their students from freshman, sophomore, junior up until they take their course senior year in AP or if it's a junior AP course. One of the things that we have done with AP courses is that they're not all for seniors, they're not all for juniors. We actually have some AP courses that we allow sophomores to go into. Because, we have relaxed our requirements, I had a freshman boy one year ask me "can I take AP psychology?" I said, "well, gee, that's a course we reserve for juniors and seniors." "Well I'm real interested in it and I've done a lot of reading on Howard Gardner, and I've read some of his books and

things and I'd really like to take it." So we thought, okay, fine, his parents supported him and he was a pretty high achieving kid. We let him take AP psychology as a freshman. He sat in the class with seniors and got a 4 on the exam. So, if students are interested, they're motivated and they do have some history of achievement, we'll let them in there. I want to make sure I get all the information in here that I want to get.

Going on to the last thing that we've done here. We've looked at our course sequence in our alignment. We found that there are some courses where we were actually precluding students from taking an AP course, or taking an AP exam, the way that they were aligned. For example, in foreign language, we noticed that the way that they had the AP language course designated, half of the kids graduated before they could take the exam and we've changed that. We looked at math. We found that the way that the courses were sequenced kept 50% of the students from moving toward AP statistics. In English, we found that we were so divergent in the

senior year that we actually were encouraging students to move away from the AP course. In art, our art teacher was too sensitive about his students' egos being shattered to really work toward advancing participation in that program. So, if I could summarize, and I know I'm speaking quickly here, but we went so over last time. Where we have focused our dollars and our time and our attention and, I don't know if these are areas where you'd want to, but in the area of articulation efforts, articulation planning, whether it be with our high school teachers in grades 9-12 or whether it be with teachers from 6th or 7th grade through high school, our English articulation committee goes down to the 3rd grade. They articulate down that far. We've focused time and attention on teacher training and support. I mentioned that our articulation teams worked together with our AP teams in high school. In those meetings of those groups, we also have staff development where they get staff development on best practice in the area of teaching assessment, activities and such. Our summer bridge programs, summer enrichment

programs, tutoring programs during the year, those are areas where we focused a lot of time and money. Also, training of teachers for the AP courses. One of the things that I tell our AP teacher is that I don't want them to get a big head. You are not the AP teacher. Just because you teach AP U.S. history, for example, or you teach AP Spanish, you are not THE AP teacher. All of the teachers who teach ahead of you AP teachers as well, and you remember that. And you work with them on teams and you collaborate together and we set times and schedules up for that. They must meet so many times a year, they must have an agenda, as you'll hear Joan talk about in Dallas as well. We've also focused our time and attention (I don't about how much money) on reviewing of the scoping and sequence of our curricula. We've sat down with our directors of instruction in the area's department heads, and I've asked them to take time and look at the sequencing of their subjects. And that has paid off handsomely.

So, in closing, that is what has contributed to our success. We have certainly

expanded the opportunities for kids to take AP courses. As I said, we've gone from a 50-60% enrollment growth to 130% here. And I tell our administrators, our counselors, and our teachers that you could look at this data and say, wow we've done a great job. It's been fantastic. We've arrived. We're there. We're doing wonderful things for kids. And I tell them one could say that, but I'm not saying that. We are not there. We cannot sit down and pat ourselves on the back. There are still many kids that we are missing. When you look at this achievement data here, we have 89% of our kids getting honor grades. We've expanded these opportunities to all these kids. Back here, when we were sorting and selecting, we were 81% honor grades. Now we're 89%. Where we've done even higher. Our average score on the AP score was 4, and we've got a lot of area to improve in there. So, we're going to continue our efforts in that area, and I'm out of time. So, I will yield the floor next to, will this be Joan?

I'm going to start talking as I come up

because I'm long winded and they are going to assassinate me here today I think. I'm Joan Vincent and I am the lead teacher with the Dallas Advanced Placement Incentive Program. If you have not picked up one, these are available at all of the college board stands, and we have them here for you, if there's not one on your desk or your table. And, also, there is another handout that is available that should be on your table that says: Concept of Vertical Teams.

You've heard this repeatedly for the last couple of days, and you've heard some very inspirational and informative people say it, better than I can in 15 seconds or less. But, I wanted you to look at a graphic that shows we need to do more to help students go to college and graduate. We're doing a pretty good job in keeping them in elementary and middle school. We're doing a better job than we have been in graduating them from high school, but when they go to college, about half of those graduate. Why do they not graduate? Well, part of the reason is they don't have the skills. It's a

matter of skills.

So, in Dallas, we'll start with the results. Dallas has 150,000 students, or more. It is a minority majority district. It's a big urban city district. 22 high schools. And this particular program works with 9 high schools of that 22 and their feeder middle schools. There were many students who were not even aware of what AP meant. And I wish I could tell you they thought it meant Associated Press, but they didn't even think that. They just didn't know, and there are still some who don't know. In the five years of this program, we have reached a lot of students. We have this many now counted and in advance placement courses. We're offering through the program that we work with that this is math, science and English. And, you can see in the red, this is just almost criminal, that in all of Dallas, there were only 312 kids in 1995 (the year before this program began) to take AP exams. In the four years, this is the fifth year of the program, we have kids and passing at about 33%. Now that's not our final goal. But, at least, we have the students

in the classes. We have students taking it.

So, what can we attribute this success to? And what were our goals? Number one: to get more people taking the advance placement classes, and I think that must be the goal, or I hope that's the goal of many of you, especially minority and under-served populations. The vertical team is the major instrument that we worked with in doing that. If I were going to tell you things, and I couldn't say anything else. Four things that we've learned with this program is the teacher is key and, as a part of the vertical team, teacher training is vital. We require our teachers to do five years of training. The first two years have to be a summer institute and a two-day college board training. Many of them, most of them, do not complain. They like the training. They find it worthwhile. They use it. Teacher is key. Incentives work. You will see in the article on this program that we offer an incentive to students and teachers and to schools. They do work. They work in business. They'll work for kids. When you work hard, sometimes you want a payoff. Most of

the times, you want a payoff, and it does work for them.

They other thing, vertical teaming, working with skills. We look at skills that we can do rather than just meet as a group, as someone has said better than I have. You have to have a collaboration of efforts. We can plan wonderful programs on paper, but in a part of that planning, we have to make sure that teachers are working together toward an end. That end, for this particular program, is taking the advance placement test. On the slide that I just showed you a few minutes ago, you saw that over 2,000 are taking the test. 700 of them are passing with a 3, 4, 5. But we have been told, and we know from students who have come back, kids who sit in the course are benefited, whether they make that 3 or not, just to have access to that.

As a part of the vertical team process in identifying skills that we need to look at, the math program lends itself very well to a vertical team. If a student is going to take AP calculus and take an advance placement test, he can't start his junior

year taking Algebra 1. There has to be an alignment. It's not quite that pronounced, especially in English, and not in science either. But in English, everybody can speak English. For most of us, it's out native language, and in English class, you just have to work hard. You don't have to do much of anything as far as skill development. It's not as well defined with courses as it is math, and maybe not even in science. And so, students are sort of, I teach a 12th grade literature class, and that's my third point. I'm coming back to this. The lead teacher is significant. As a lead teacher, I am not just, I'm not an administrator at all. I teach an AP English class, and I work with the AP English teachers in nine schools. So, I have the perspective of having a class of students that I'm trying to prepare, as well as working with other teachers who are doing the same thing. And in my AP class of 30 students, there are some who are not prepared. There are some who know vocabulary, but they don't understand how to apply it, how to analyze it, and that's something that we've been working on all year.

But that means that it just can't start in senior English. It has to start some time before then.

Part of the vertical team is that they have to meet on a regular basis, they have an agenda for the meeting, and it's not to talk about what the principal hasn't done recently or how many students they have in class. Although, they are tremendously overloaded. They have to be teachers who are willing to work at it. Sometimes, department chairs, especially English department chairs in many schools, are the ones that volunteer for a lot of activities that go on, and they are sometimes too overloaded to do some of the work that needs to be done in making sure that vertical teams are functioning and that they are continuing to work. And there should be members representing at least each grade level. This is in your handout, this particular one I'm going to take it off. This is what I mean by, and this English, since I teach English, this is what I mean by making sure that you have some specific goals. We set up what we call our benchmarks. And we went through and looked at several categories, especially

in English. And the math team did the same thing. Now, teachers know, the teams know, when they meet once a month, their meeting focuses on these particular targets and these particular benchmarks. That has been, believe it or not, not so much a whipping point, but really they are excited about knowing from the beginning what it is they need to be working about. This what I'm talking about with those benchmarks. This is just English. You can do the same thing with science, you can do the same thing with math, but these are skills. Vertical teaming is skill development.

As I take my seat, just let me show you one last thing. It needs to be inclusive. There needs to be skill development, have to be sharing of ideas and strategies, because otherwise English 1 is just English 2, it's just like English 3, but with a different textbook. So you have to work on skill development and teacher training. Thank you.

I'm Rob Gira, Director of Program Development for the AVID Center.

You have an article called AVID Learners

at your table, and it describes the advancement via individual determination program for you. The first page, in essence, is the writer's short story about his indoctrination into the AVID program. You can read about Nassir, who is an immigrant student from Ethiopia, who is in an AVID tutorial with several of his friends at Hoover High School in San Diego, which is in one of the poorer sections of San Diego County, if not in California. And you will read about Nassir's effort to find two examples of dramatic irony from the Wife of Bath's Tale from Canterbury Tales by Chaucer. Like many AVID students, Nassir is a first generation college goer, low income student. It happens that Hoover High School has a large number of immigrant students, because it is a port of entry school in San Diego. But in AVID, we work with programs throughout the world. We're currently working with 900 schools in 13 states. My purpose in talking to you is to offer you some lessons that we have learned from providing a support structure.

Any discipline who agrees to teach the elective class at either the middle level or high

school and agrees to take on a group of 30 students, or whatever the number is per class on the campus, and over the years will add more sections of an elective class, that's the support structure on campus during the regular school day for the students. That teacher is very important because that teacher's an insider who knows the academic system on the campus and can help these students navigate the system and help the families navigate the system and lead the site teams, because that teacher with the administration leads the site team, the interdisciplinary site team. That teacher has a curriculum that we provide. It's based on writing, inquiry and collaboration. So, the question for you is, if you decide to offer a support structure, what would the course look like. What kind of training would the teacher need and what kind of curriculum would you use and what would best benefit kids? We found that writing, inquiry and collaboration worked best for our students. You can go to our web site if you want to read the research background on the AVID program. The web site is listed on the brochures.

When you ask students to move quickly through the pipeline, students who do not necessarily have the background, they are going to need some additional support. The class does have a curriculum, but the question for you is: if you do offer a support structure, what will the role of paraprofessionals be and what kind of training will they need? We have found that college students who graduated from your district make the best AVID tutors. They're role models for the kids, they get a specific training that we provide, so that they're not answer givers. You'll see David Rundel's example in the Ad Week article. Unwittingly, he became an excellent AVID tutor because he'd forgotten all about the Canterbury Tales, and he had to ask the kids a lot of questions, and he became a really good tutor. But we train these tutors to use the inquiry method, and they are trained to grade the student's notebooks, to grade them on their note taking. Tutors are another key component. You can't do the AVID program without tutors. But the question for you guys is: what role could paraprofessionals play

as we are developing this pipeline for more students? We also train administrators. We require that we get district and site level administrative commitment to do this support program, something to think about should you decide to do that.

Subject area teachers must agree to go through the training so that they understand the purpose of the program and what the kids are going through and what the methodologies are that will help them to get more students through rigorous curriculum. They are going to be faced with students who don't look like their typical AP students, who are going to be coming in AVID students, or whatever students you choose. They are going to be armed with notebooks and note taking techniques and organizational techniques. But teachers will have some things to overcome if their students are entering rigorous curriculum and don't look like their typical students in rigorous curriculum. And I could tell you at Hoover High School, Nassir fits in pretty well, but if you lifted Nassir out and put him elsewhere in San Diego County, he would look quite

different from some of the kids in AP courses elsewhere in the county.

Also, training for families is another thing in any support structure and it's got to go middle level through high school. Obviously, you can't start at high school. We've got to start talking with families about what it means to be a scholar at the middle level. What should your child's notebook look like? How can your child interact effectively with teachers, and how can you, as a family, become better consumers of education?

The other key piece to think about is: we require some kind of district or regional support working between these programs. And, for you folks, you've got to think about, is that something we want to look at? How are our middle schools and high schools articulating effectively? We have found that, if we don't have that articulation between those sites or regionally, AVID students get to here and then they run into new barriers at the high school level in terms of their placement when they get to high school. So that piece, we require it if

districts are going to implement AVID, they must have someone take the district training to be an AVID district director.

Here's what we've found for students. We've found that they need both curricular and systemic support. They need someone working the system for them. A team working the system for them. We know our curriculum is effective, but without the systemic support, ineffective. Our research shows that. If we don't have a district focus on college prep 6 through 12, our kids flounder. It's got to be articulated interdisciplinary 6 through 12. The reason I say regional is that in California we have 11 regional centers and they are funded by the state to support AVID. We know the support class must focus on writing, inquiry and collaboration. This is what has worked for us, and it's research based. But we know we must also focus on rigor, that the students must be coming to their tutorials bringing difficult problems from their academic classes. And we teach them levels of questions. We expect levels 2 and 3 questions eventually from them. And we know

that tutorials cannot be homework sessions, and they can't be after school. They must be part of the regular school day. That is something to consider.

We know our kids benefit from a redefined peer group that they stay with for a number of years. It's very important to get the reinforcement. Kids who, like me, are doing this. Study skills, time management, all important. Explicit teaching of the hidden curriculum. Those of us who've been to college know what it takes to get there. Low income families need explicit teaching about the hidden curriculum. They need more time. We know students benefit from daily and weekly accountability.

We know that teachers, and as you think about a support system, that teachers benefit from being involved in both a systemic and curricular approach. Meaning that, if they are working the system, they become empowered and they begin to understand how to solve the barriers on their campus to access equity and excellence. Sometimes, it's easy to just sit back and say I can't do anything about it. We know they have to have initial staff

development. We provide summer institutes, but it's also the ongoing, and we require six AVID workshops a year. And we also require site team workshops. It's got to be ongoing. Focus on results. Pre-AP teachers need a focus on results. Those of you who have been AP teachers (and I was one), it was a great joy at the end of the year to get those results. If we're in the pre-AP business, we also need to provide some focus on results for our pre-AP teachers. They need to be able to see the scoreboard, as well.

I'll just say finally that teachers really benefit from working with a group of kids over a period of time. At the middle level, kids stay in AVID for two or three years, and the teachers go with them. At the high school level, four years, same things. These are my kids. I work with them over time. I'm finished. Thank you very much.

Good morning. I'm Bob Kemmery. I'm principal of Eastern Technical High School in Baltimore, Maryland. Eastern Tech is a high school 9 through 12, 1,400 students. I would like to share with you a perspective in terms of addressing what

Dr. Tirozzi talked about this morning: high expectations, rigorous standards for all students. Because, by very briefly talking a little about the Eastern Tech story, I'll think you'll get a sense of how this works whether it's SAT's you're working on, advance placement, but high performance for all students, with the emphasis on all.

Back in 1991, when I was appointed principal of Eastern Tech, we looked at all our data indicators, and we did not like what we saw. We were looking at how we were doing in terms of state mandated tests, how we were doing with the dropout rate, just overall performance indicators. The only problem with looking at the data and talking with the school and community was everybody was pretty much satisfied with where we were, everything was pretty much okay. It didn't matter that our dropout rate was unsatisfactory, our math, our writing performance tests were unsatisfactory. So, it was dealing with this whole idea of working the culture and giving voice to the data to have high standards for all students.

We worked with our leadership teams and our teachers and we came up with a re-defined curriculum of high academic standards. What was formerly a vocational technical high school became an academic technical high school, with all the college prep courses in math, English, social studies and science. Now, that's one thing just to put the courses on the books, it's another thing to work students through the curricula. So we had a lot of hard work ahead of us, but it was something we felt was very important to do. To give you some data, to give you a sense of how dramatic this change has become: the first graduating class that I worked with in 1992, eight tenths of one percent of the graduating class met the University of Maryland's course entry requirements. The class of 1999, 78% met the University of Maryland's course requirements. There is no general track in the school. Hopefully, all students will be prepared for college, but if they're not prepared for college, all students are prepared for a career in today's economy.

While we were working with our teachers

and trying to get students to go into higher levels and more challenging courses, it became readily apparent we had to work much more closely with our middle schools. And we are a large school district of 108,000 students, and our high school can pull students in from 19 different schools. So, that really made it somewhat complex in terms of how you are going to work with your feeder system to ascertain what they are doing at these particular levels.

Now, Maryland is a state with high state's examinations, and I know many of you have to deal with that. You are either starting it or you've already been dealing with it. So, what you measure becomes very important, and it's important that letter grades equate to performance, and that's what the AP is all about. That's the great thing about the AP. It set's that high standard and you can measure your students against it. But to get to that level you have to give credibility and validity to the courses that are presently in your system. What we're doing is we're working by reaching out to our

middle schools. We invite all the subject area teachers to our school, whereby our teachers talk to them about what it means to do rigorous work, what's a gifted and talented essay, what's a gifted and talented project. There are display stations, so that the middle school teachers can work with the high school teachers, and there're actually some of our high school teachers who present some of their projects.

This is all in preparation for getting students to reach higher, to be successful in the advance placement. It cannot take place without this articulation, this vertical articulation that was mentioned by the other speakers.

Some of the handouts that you have a copy of talk a little about how we do the outreach to the middle school teachers, and, then, what we send to the teachers in terms of helping us identify students and getting them ready for more rigorous course work. There's also summer assignments for our students who go into the advance placement and the gifted and talented courses. And you have some samples of that.

I would also reference you to our web page, which is EastTech.org, because this information is on the web site, and, if there is any other information that you desire, you could contact the web master at our high school.

Working through the culture of your people in your community is critically important in terms of believing and implementing all students can learn and how students can achieve at a high level. And that is really hard work, because I can tell you from four years ago when we had zero students taking advance placement courses to this year where we have 80, with a 68% pass rate at 3, 4, 5, that was a lot of effort and we have a long way to go. And we're committed to it and one of the mechanisms we're working with to help us ensure that more students take AP and are successful is that we made it a part of our school plan. All schools in the state of Maryland, and I would guess most schools across the United States, have school improvement plans. And I noticed that when we had tackled the SAT four years ago and concentrated everybody's energy, the entire school

community, we saw dramatic increases on our SAT scores. We will put that same system in place because that worked for us in terms of state mandated testing. For the last three years, Eastern Tech has been excellent in all state indicators (there are 14 indicators). And that only happened because there was buy-in from the community, the faculty, the staff, and we focused our energy on that. One of the great things about this conference is you're going to get an opportunity to write for some grant money to help you move forward with your plan of getting more students into advance placement and helping them meet with success. But I wouldn't minimize to you the importance of selling this to your school community. Yes, you'll have lead teachers and, yes, you'll have quality AP teachers, but what really gets the attention, in my experience, is what the administration of the school, the school improvement team wrapped their arms around and say we value this and we're going to make it work. I would ask you to think about some of these comments because I think it can really help you move your students forward in

terms of success on advance placement. I'm going to stop at this time, so to have an opportunity to have an exchange of ideas and ask some questions. Thank you very much.

Voice: We have about 10 minutes left for questions.

Q. I can't remember who it was, but you mentioned the summer institute, the summer program for students who didn't test where they wanted to.

A (Galloway). Right.

Q. Is there a charge on it?

A. Is there a charge on it, yes they pay a summer school tuition fee, but we, for students who can't afford it, there's a fee waiver that they can apply for as well. We do work with the counselors of the summer schools, who recommend students for summer school programs. If they aren't signing up, we'll encourage them to sign up. We go after them.

Q. Have you seen an increase in the low income and working class students?

A. Yes. Our enrollment increase is more in lower income working class group people.

Q. I was just curious. Are you associated in any way with * World Initiative? I know that that is going on in the Chicago area, as well.

A. No. We're not associated with that directly.

Voice: Other questions? If you have no further questions, join me in thanking the panel. Thank you very much for coming to session. I think we will adjourn from here to lunch.